

***U.S. Department of Education***  
***2014 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mr. Charles Edward Graves

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Mission San Jose Elementary School

(As it should appear in the official records)

School Mailing Address 43545 Bryant Street

(If address is P.O. Box, also include street address.)

City Fremont State CA Zip Code+4 (9 digits total) 94539-5885

County Alameda County State School Code Number\* 01611766090534

Telephone 510-656-1200 Fax 510-651-4211

Web site/URL http://www.fremont.k12.ca.us E-mail cgraves@fremont.k12.ca.us

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\* Dr. James Morris E-mail: jmorris@fremont.k12.ca.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fremont Unified School District Tel. 510-657-2350

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board  
President/Chairperson Mrs. Lara Calvert-York  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## **PART I – ELIGIBILITY CERTIFICATION**

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**Include this page in the school’s application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school’s eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 28 Elementary schools (includes K-8)
  - 5 Middle/Junior high schools
  - 6 High schools
  - 0 K-12 schools
- 39 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
  - ☐ Suburban with characteristics typical of an urban area
  - ☒ Suburban
  - ☐ Small city or town in a rural area
  - ☐ Rural
3. 3 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	27	29	56
1	50	35	85
2	48	39	87
3	50	40	90
4	45	45	90
5	58	59	117
6	47	43	90
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	325	290	615

5. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 90 % Asian
  - 1 % Black or African American
  - 1 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 4 % White
  - 2 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 2%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2012 until the end of the school year	9
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	11
(4) Total number of students in the school as of October 1	650
(5) Total transferred students in row (3) divided by total students in row (4)	0.017
(6) Amount in row (5) multiplied by 100	2

7. English Language Learners (ELL) in the school: 15 %  
99 Total number ELL  
 Number of non-English languages represented: 16  
 Specify non-English languages: Arabic, Cantonese, Farsi, Hindi, Kannada, Korean, Mandarin, Marathi, Portuguese, Punjabi, Russian, Spanish, Tami, Telugu, and Vietnamese
8. Students eligible for free/reduced-priced meals: 1 %  
 Total number students who qualify: 7

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 2 %  
18 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

2 Autism	0 Orthopedic Impairment
0 Deafness	0 Other Health Impaired
0 Deaf-Blindness	3 Specific Learning Disability
0 Emotional Disturbance	13 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Mental Retardation	0 Visual Impairment Including Blindness
0 Multiple Disabilities	0 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	21
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals	1
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 29:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	98%	98%	98%	98%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes                      No X

If yes, select the year in which your school received the award.

## **PART III – SUMMARY**

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Nestled in the heart of the historic Mission San Jose District, below the shadow of Mission Peak, stands Mission San Jose Elementary, home of the Mustangs. Our vision at MSJE is to foster a collaborative environment where all students are valued, encouraged and challenged. We strive continually for academic excellence, as evinced by our API of 995, which ranks us 10th statewide and 10th among similar schools on the California Department of Education's 2013 STAR CST. Moreover, MSJE, a distinguished school 2010, is ranked first in Fremont Unified School District and within the greater Alameda County. At MSJE, meeting state standards is not our end goal – it is our starting point. Our students come to school ready to learn and to accomplish the highest goals.

MSJE's professional staff collaborates with our School Site Council (SSC) and parents to achieve our core mission of helping all students meet grade level state standards. The staff is committed to fostering an environment where students can take pride in individual as well as collaborative achievements. At MSJE, all of our teachers are highly qualified; all intermediate teachers are GATE certified. Parents volunteer in the classrooms, at lunch recess, for Safety Patrol, and in afterschool programs. Former students come back and volunteer as tutors after school. Alumni participation and visibility help connect the greater community to MSJE and its drive for academic excellence.

Our Single Plan for Pupil Achievement (SPPA) is a working document that uses our school vision to inform curriculum and instruction, shape intervention and enrichment programs, and prioritizes spending. We conduct multi-year analysis of STAR–CST through the use of OARS (Online Assessment and Reporting) data. In order to evaluate program effectiveness, we review district benchmark assessment results, curriculum tests in core subjects, and other important data such as attendance and discipline records. These give us a comprehensive picture of our students' strengths and achievement gaps. As a result of our data analysis, our leadership team evaluates our needs and students are regrouped by level for instruction.

The content of our in school and after school intervention focuses on closing achievement gaps. We use categorical funds to purchase a variety of supplementary materials to meet the varied needs of our learner groups. Instructional practices meet students' identified needs in a variety of ways, such as differentiating instruction in the core curriculum and a combination of pull-out and push-in strategies used by the Resource Specialist. Our entire staff implements the district-adopted, research-based character education curriculum Head, Hands and Heart (H3) to build developmental traits in students.

Every aspect of our school is focused on promoting student success and closing achievement gaps wherever they exist. Our staff works together in professional development, leadership team, and grade level meetings to accomplish these goals. A culture of professionalism and high expectations motivate us to ensure that every child strives for individual excellence. We believe that all students can learn when provided the appropriate resources and support. Our Student Council and class representatives help plan and coordinate school-wide activities and fundraise for local non-profit organizations.

We partner with our parents and community to promote personal connections and utilize all of our resources to actualize our vision of developing the whole child. Our parents are active participants and our greatest allies in our students' learning. Through our Parent-Teacher Club (PTC), parents help enrich our school by giving direct financial support to supplement our classroom programs. PTC funds visual arts and music consultants who provide direct services to all of our students. Fine Art Mini Experiences (F.A.M.E.) lessons taught by parent volunteers further add to students' music and art education. PTC also provides technological support, coordinates for disaster preparedness and participates in our Safety Patrol program. These many contributions make school fun and memorable for our students.

## **PART IV – INDICATORS OF ACADEMIC SUCCESS**

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### **1. Assessment Results:**

As a California public school, MSJE participates in the California Standardized Testing and Reporting (STAR) Program. Elementary students take the California Standards Tests (CSTs), which are criterion-referenced tests that assess the California content standards in English Language Arts (Gr. 2-6), Mathematics (Gr. 2-6), and Science (Gr. 5). Students who have an Individualized Education Plan (IEP) and meet the criteria for an alternate assessment take the California Modified Assessment (CMA), in lieu of the CST.

There are five possible levels of achievement: Far Below Basic, Below Basic, Basic, Proficient, and Advanced. At Mission San Jose Elementary students must perform at Proficient or Advanced levels in both English Language Arts and Math. This expectation is made clear to all students as they take Benchmark Tests every seven weeks to measure their progress. As teachers set their classroom performance goals, students are encouraged and expected to set personal goals to attain throughout the year. Academic conversations between teachers, students, and families assist in identifying specific skill gaps for which successful strategies are designed and implemented. Students know that their individual growth contributes to the progress and success of the whole school. Annual school-wide assemblies bring together parents, teachers, and students to acknowledge and celebrate academic growth.

MSJE is a leader in achieving and maintaining high marks in all areas of student learning, as evidenced by our outstanding student performance. In 2009, 95% of all students were proficient or above in English Language Arts. Four years later, in 2013, 97.4% of our students scored proficient or above, a 2.4% increase in a population that is already high performing. Mathematics had a slight decrease of 0.3% of students scoring proficient and above, from 97.3% in 2009 to 97% in 2013. These results indicate that our certificated staff excels in setting high expectations for students and providing differentiated instruction and rigor.

### **2. Using Assessment Results:**

In August, professional development begins with an analysis of the previous year's summative CST and district assessment data. Program strengths and weaknesses are analyzed to drive the instruction plans for the upcoming year. By the end of September, classroom teachers have administered diagnostic tests to identify focal students. In October, English Learners (ELs) take the California English Language Development Test (CELDT), which is scored locally by teachers and District staff to determine a student's English language proficiency. Teachers and administrators at MSJE use the data collected to plan and provide rigorous, differentiated instruction to all students, and to provide intervention for students at need.

Classroom teachers analyze several levels of data on regular intervals. More formally, every 6-8 weeks, formative assessment data from the ELA Treasures and Math unit assessments are evaluated using the OARS software. Sharing of best practices in differentiation and intervention occur during formal and informal teacher meetings. The results of these formal evaluations drive instruction, as do referrals made to intervention classes given by certificated teachers.

MSJE uses the Student Study Team (SST) process systematically to focus on individual students who need intensive interventions, academically or socio-emotionally. Teachers who make referrals to the SST attend these meetings with the principal, parents, and support staff. The team creates an intervention plan for the student, which is revisited at follow-up meetings which take place six to eight weeks from the first meeting. Referrals to a counselor and to special intervention services may occur at these meetings. Suggested interventions are implemented before any psycho-educational assessments are made for placement in Special Education.

The first trimester focuses on mastering basic fluency in reading and math, as well as on performance rubrics, measured by the regular 6-8 week formative unit assessments. By mid-January, grades 3-6 take a

summative benchmark test in both ELA and Math to start an analysis of test data. A similar test is given again in early March, and finally at the end of April. Teachers analyze results to identify focal standards. Teachers then plan lessons using backwards-mapping strategies. Adjustments are made during regular and strategic instruction.

The District Office mails home formal reports of standardized tests at the beginning of each school year. Parents are informed of school wide student progress through our Back to School Night at the beginning of the year. A parent newsletter on our website updates parents about student progress. Teachers send home progress reports in the middle of every trimester, followed by standards-based report cards at the end of every trimester. On a weekly basis, student work is sent home in the Friday Folder for parent review. In addition to the annual teacher-parent conferences at the end of the first trimester, teachers initiate conferences for students in need of extra support. SSC oversees school-wide governance.

### **3. Sharing Lessons Learned:**

Our principal has many opportunities to present our strategies to other schools. He attends All Principals meetings monthly at the District Office, where he shares our successes in improving student achievement.

We have two teachers who are part of the Treasures Leaders Network. They attend monthly meetings where they share our successes with our newly-adopted ELA series. In addition to our ELA representatives, our math specialist regularly attends district meetings to share best math practices. At our monthly staff meeting these teachers communicate current strategies and practices gained from collaboration with other colleagues throughout the district.

MSJE also sends representatives to various District committees, such as the Assessment Committee, Technology Committee, GATE Committee, Math Cadre, and Special Education Job Alike. Our teachers are well known to be a source of best practices, especially in the use of our OARS data software.

The district office and other school sites have recognized us for our Recycling Program, which emphasizes recycling and waste reduction on campus. This program allows students and parents to get involved in an environmentally conscience program which encourages students to keep our campus clean, and reduces the number of garbage collection days.

### **4. Engaging Families and Community:**

Parents have ample opportunities to be involved at MSJE. We begin the year with Back to School Night in September, when the principal communicates the overall picture of student achievement and the plan for the coming school year. In classrooms, teachers present the curriculum and inform parents of expectations. Two full days are set aside for parent/teacher conferences at the end of the first trimester. Additional conferences are scheduled as needed by parents, teachers, administrators, and support staff. Communication between parents and teachers occurs regularly through newsletters, phone calls, e-mail, Friday Folders, MSJE's website, and notes sent home. Student work, assessment results, progress reports, online teacher web pages, and report cards update parents on student performance.

Many activities are scheduled throughout the year to promote community spirit. These events include: Student Variety Show, Lunar New Year luncheon, movie nights, Field Day, "Coffee-with-the-Principal", Halloween carnival, and choral concerts. School beautification projects include a recent upgrade of our nationally recognized Nature Trail, the creation of our three mosaic murals by students, parents, and teachers, and the yearly sixth grade school-improvement gift.

In the area of governance, parents are invited to join the School Site Council (SSC), which meets monthly, to discuss and monitor the school plan and budgets. Parents of English Learners are invited to join the English Learner Advisory Committee (ELAC) to provide oversight on English Learner programs. Parents of Gifted and Talented Education (GATE) students also have special meetings and events. Representatives

from ELAC, PTC, the Technology committee, and GATE are regularly invited to be part of SSC, so that focus and alignment occur and communication and decision-making are streamlined.

Furthermore, each parent group sends a representative to district level committees to be a voice for MSJE and to bring back essential information. An SSC parent representative is generally asked to participate in the Superintendent's Parent Representative Advisory Assembly (PRAA), a parent representative from ELAC joins the District English Learner Advisory Committee, and a parent representative from GATE attends district GATE meetings.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Curriculum:**

MSJE school teachers develop, enhance, and carry out their weekly schedule based on the required number of instructional minutes for every curricular area and the needs of their students and the community. English Language Arts, Math, Social Studies, Science, Computers, and P.E. are taught weekly through the district-mandated curriculum as well as teacher-enhanced differentiated curriculum and instruction. English Language Development (ELD) is required and implemented for all English Learners daily. In addition to the required curriculum, all students are educated in music and art funded by our PTC. Health, drug education, human relations, and character development are taught throughout the year.

The state provides a list of instructional materials that are aligned to the state standards. Our District adoption committees choose materials from this list that support the District's strategic goal of ensuring that all students are college-ready. MSJE uses these materials along with advanced teaching methods to ensure that all students are taught in accordance with Fremont Unified and MSJE philosophies of instruction to meet the diverse needs of our student population.

California Treasures by Macmillan McGraw-Hill has been newly adopted by Fremont Unified as our English Language Arts Curriculum. MSJE teachers further enhance this ELA curriculum through the use of additional resources, including district-approved literature books and grade level-created activities and projects.

Everyday Mathematics is our district-adopted math program for grades K-5. Math concepts are taught in a cyclical nature, with teacher-directed lessons that aim to provide a base of understanding for concepts and standards. Everyday Math utilizes games and hands-on activities to help further understanding and retention of math concepts. McDougal Littell Math Course provides the 6th grade math curriculum and is aligned with junior high school algebra curriculum to prepare students for junior high and high school math. Students in intermediate grades can participate in Math Olympiad as an enrichment opportunity designed for learners to challenge themselves in a self-directed manner to further develop their mathematical thinking skills and apply those skills to life situations.

The district-adopted social studies curriculum for grades K-5 is Scott Foresman and Holt Rinehart and Winston for 6th grade. The science curriculum is Houghton Mifflin for grades K-5 and Prentice Hall for 6th grade. The science curriculum taught in the classroom is augmented by additional weekly time in the science lab with a science specialist. Hands on experiments and activities are taught to add depth and relevance to science learning. Our ELA program also includes social studies and science curriculum. Field trips at every grade level also add to both curriculums. Examples of field trips include trips to the San Jose Tech Museum, Hopkins Planetarium, Tule Ponds, Ardenwood Farms, the Egyptian Museum, Sacramento, Striver's Lagoon, Oakland Museum of California, and our local history museum.

Our P.E. specialist teaches physical education with an emphasis on the state standards for developing appropriate motor skills and sportsmanship. Each spring, fifth grade students take part in the statewide Physical Fitness Test; the majority of students meet 'presidential' requirements in each testing area. Students in grades 5-6 also have the opportunity to participate in after school basketball to further promote physical fitness and team-building skills.

A computer specialist teaches computer class weekly. Computer learning focuses on typing, PowerPoint, and internet research according to grade level standards.

In addition to required state curriculum, MSJE provides music and art lessons to all students. Each class receives music lessons once a week taught by a professional. Students also receive monthly Fine Art Mini Experience (F.A.M.E.) lessons, taught by parent volunteers, which focus on educating students about notable artists and composers. In addition, classes have the opportunity to receive lessons in ceramics and other media.

Health, drug education, human relations, and character development are also taught throughout the year in accordance with district-chosen curriculum. Our character development program, Head, Hands, Heart (H3) and the 8 Great Traits are taught in each classroom and encouraged through school-wide assemblies and activities. In 4th-6th grade classrooms, the Too Good for Drugs curriculum promotes drug and alcohol awareness. Our Human Relations Media curriculum educates students on puberty and helps them establish goals and values they can carry throughout their growing years and into adulthood.

## **2. Reading/English:**

California Treasures by MacMillan McGraw-Hill is Fremont Unified's adopted Language Arts Curriculum for all elementary schools. FUSD is in its second year with Treasures. This program is a comprehensive language arts program that is based on the gradual release model of instruction: explain, guide, practice and apply. Treasures uses various forms of fiction and nonfiction writing to promote comprehension and development of different learning strategies. Both fictional and nonfiction literature passages are introduced to our students weekly through paired selections based on thematic units and comprehension strategies being taught. Treasures provides reading comprehension materials as well as phonics, fluency, spelling, vocabulary, grammar, and writing curriculum for all grade levels.

Teachers use various instructional methods in delivering the Treasures curriculum, such as whole class instruction and small group, one on one, and independent learning techniques. Phonics and vocabulary are specifically taught using repetition and word study techniques which involve decoding and contextual learning concepts. Teachers focus on teaching students comprehension strategies including summarization, visualization, prediction, drawing inferences, monitoring, understanding, evaluating, and generating questions. Students are shown methods to identify and understand question/answer relationships within the stories they read.

MSJE's teachers enhance the Treasures curriculum by using differentiation, additional literature curriculum, and grade level-created activities and projects. The staff identifies student reading levels and differentiates instruction by placing students into small groups. Strategies in small groups reinforce concepts taught to the entire class and allow students to deepen their comprehension and understanding. Teachers also use mixed ability groupings to enable students to learn from each other, experience working in teams, and appreciate differences among classmates.

Teachers identify below grade level readers as focus students and provide additional interventions for these students. We have brought in parents to read with students at recess/lunch, a retired MSJE teacher works with intervention students focusing on ELA and high school tutors work individually or in small groups with our afterschool homework club to help our struggling students reach grade level expectations.

## **3. Mathematics:**

At MSJE, our K-5th grades use the Everyday Math program, developed by the University of Chicago's School Math project. The curriculum is based on neurological research conducted to understand how children learn and develop mathematical understanding and skills. Due to Everyday Math's constructivist program, students are able to truly understand the reasoning behind computations and concepts. This helps make the content more meaningful to the student. The key components of the pacing are based on brain research, which advocates for spaced practice rather than massed practice. Thus, the program gives multiple exposures over units to ensure mastery of the skill. Additionally, built within each chapter are "Math Boxes", which provide the student another source of constant review.

Sixth grade students use McDougal-Littell's Math Course 1, which is a more traditional math program. Sixth grade teachers bridge the difference between the two math programs. With this focus, sixth grade students will make a smooth transition to the more conventional math programs they will receive at the secondary level.

The MSJE staff consistently engages students in hands-on math activities so that students learn how to develop solutions to problems existing in the real world. These hands-on activities are embedded within the district-prescribed curriculum. Students regularly use manipulatives, making abstract ideas more concrete and easier to comprehend.

In addition to Everyday Math and Math Course 1, teachers use supplementary materials to further enrich students' math education and to meet the needs of our student population. Parental involvement is prevalent, particularly in the primary grades. Parents work with students in standards-based small group activities and games. These activities require higher-level thinking and problem-solving skills.

In order to meet the needs of students performing below or above grade level, grouping is done within the individual classrooms. Teachers are able to target specific areas of need for struggling students and provide appropriate challenges for those who are thriving. To assist with struggling students, we have an intervention period one day per week with a retired teacher. The intervention teacher works closely with the classroom teacher to make sure that communication is accurate in developing educational plans for our struggling students.

#### **4. Additional Curriculum Area:**

MSJE provides numerous opportunities for learning outside the traditional state-mandated curriculum. Music and fine art experiences are offered to all students, not only to deepen their factual knowledge of the arts, but to help them enhance and develop deeper awareness of society, the world around them, their own artistic abilities, and the expression of themselves through different modalities. Each class receives music lessons once a week, taught by a professional who focuses on the histories, foundations, meaning, and power of music as it has existed through history. Students not only learn tone, voice, rhythm and flow, but the meaning behind songs. Students use drums to learn rhythm and beat, recorders to learn how to read musical notes, and dance to interpret and express their feelings through music. Art lessons are provided by an artist who focuses on teaching children to express themselves through art and to cherish the uniqueness they each carry inside of themselves. Students are encouraged through the use of clay, watercolors, and other media to explore their creativity.

F.A.M.E. lessons taught by parent volunteers further add to students' music and art education with lessons that focus on educating students about the life and artwork of one artist and one musician each month. The lessons conclude with students creating their own piece of art based on the elements taught that day. In addition to these lessons, art and music is integrated into everyday classroom structure and activities. MSJE's commitment to the whole child is confirmed with our dedication to education in both music and art in addition to language arts, math, and the sciences.

To expand children's creativity, MSJE has incorporated two tile wall projects into curriculum. The first year, students chose their tile pieces and, using water colors, painted pictures of their choice. Once the tile was sealed and heated, their tiles were cemented to our multi-purpose room. To add to the appreciation of the project, students placed their own tiles on the wall. As the students cemented the tile on the wall, our regular classroom teacher described to the students the process they were using in making cement, placing the tile and cleaning the each piece when done. Last year (2012-2013), we decided to do a mosaic tile wall which represented MSJE and the surrounding area. In order to feel a sense of ownership and connection to the project, each student placed at least a few tiles on the wall. Parents, former students and grandparents participated to make both projects a community event and demonstrate the value of fine arts.

#### **5. Instructional Methods:**

The success of MSJE is due to the strong commitment of staff in implementing rigor and relevance in its instruction. The school leadership team is made up of the principal and grade level teacher representatives who receive support and coaching from District Office staff and outside consultants. The School Plan for Pupil Achievement (SPPA) focuses on in-depth professional development in curriculum and instruction throughout the year. Structures created ensure cooperative professional learning communities with an

overall positive energy. Materials, including technology, are purchased to help provide 21st century skills for students at each level.

We continue to work hard to strengthen our differentiated instruction and to provide additional focused interventions during and after school. Teachers have identified focal students and focus strategies as instruction is differentiated throughout the day. Interventions are designed to support struggling students by providing one-on-one instruction and additional learning time. A computer lab is accessible to all students, and computers/iPads are available for every classroom so that students can access educational software. School-wide wireless connectivity allows students and staff access to internet resources.

Our after school intervention is twofold. For students of appropriate age, usually grades 3-6, our after school homework club runs four days per week, Monday-Thursday. A teacher monitors the club each day, where students from MSJHS, our local high school, volunteer for one-on-one and small group tutoring. Several teachers at our school also volunteer their time to meet one-on-one after school with struggling students a few days each week. This extra support focuses on bolstering foundation skills in reading and math, as well as broader language arts skill acquisition, especially for our English Language Learners. The efficacy of this intervention is evident in the fact that 5% of our ELs move to proficiency within three years of their first designation.

## **6. Professional Development:**

The MSJE professional development plan focuses on two main academic areas: English Language Arts and Mathematics. In the 2010-11 school year, we had four days of training in the newly-adopted Everyday Math program. Last year (2012-13), California Treasures was the focus, since it was a newly-adopted curriculum for grades K-6. We dedicated two days to the implementation of this program for language arts. This year, the focus is implementing the Common Core State Standards in all grade levels. All areas, however, are addressed yearly to ensure a well-rounded professional development for staff.

The MSJE school year begins with 2-3 days of professional development before the first day of school. The yearlong calendar is created to include a monthly staff meeting after school. Thus teachers have two hours for teacher collaboration every month, either as a whole staff or as grade level teams. Teachers use this staff development time to analyze student data and plan powerful interventions for students. This constant monitoring of student progress has made the most impact for our students. Teachers are experts at using the district OARS assessment software to analyze student performance to the level of item analysis. Through collaborative work, they share their expertise with one another and raise their knowledge and skills as a group. Teachers regularly evaluate student performance and identify focus students to recommend for additional intervention.

We have additional on-site coaching on specific strategies. For example, the GATE director gives lessons, observes, and gives feedback to teachers on their implementation of GATE strategies. District literacy and math coaches also provide in-depth support through training or work sessions. A consultant was assigned to MSJE to help assess our needs and support our teachers in implementing the Common Core State Standards.

## **7. School Leadership**

MSJE's School Site Council oversees the school plan. This group is composed of 50% parents and 50% staff, including the principal, certificated teachers, and classified staff. The council ensures that the school budget complies with federal and state regulations. Regular meetings occur to plan, monitor, and review programs. The English Learner Advisory Committee (ELAC), Technology Committee, PTC (Parent Teacher Club) and GATE (Gifted and Talented Education) parent group also monitor the programs and budgets for English Learners and GATE.

The MSJE leadership team meets once a month and comprises the principal and grade level representatives from K-6. Lead teachers work with their grade level colleagues and serve as guarantors that the school's plan is implemented with the necessary calendar and structures for success. They ensure that feedback loops

are in place between school-wide conversations and grade-level work. The leadership team also monitors and assesses the effectiveness of professional development. They look closely at the big picture of reform and make adjustments to the school plan as needed. Teachers are encouraged to take a leadership role in causes about which they are especially passionate.

Although leadership begins with the adults, students also have several opportunities for leadership. Student Council officers create a calendar of activities for the school. They are center stage, awarding certificates during assemblies. Students are given leadership opportunities in and outside the classroom, such as: cafeteria helpers, buddies or mentors to the primary grades; classroom representatives; table captains; managers and Guided Language Acquisition Design (GLAD) scouts. Leadership is also celebrated through excellence and improvement in academic performance. Our success is reflected in our daily Mustang Pledge:

- I pledge to be a Mustang of exceptional character.
- I pledge to show respect for staff and students.
- I pledge to carefully consider all choices I make.
- I pledge to be a problem solver.
- The climate in our school depends on ME.

## PART VII - ASSESSMENT RESULTS

### STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**Test:** Standardized Testing and Reporting Program

**All Students Tested/Grade:** 3

**Edition/Publication Year:** 2013

**Publisher:** Educational Testing Services

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
% Proficient	96	97	97	96	100
% Advanced	92	86	88	90	93
Number of students tested	89	110	95	100	100
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	0	0	0	0	0
% of students tested with alternative assessment	0	0	0	0	0
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
% Proficient					
% Advanced					
Number of students tested					
<b>2. Students receiving Special Education</b>					
% Proficient					
% Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
% Proficient	93	100	97	98	100
% Advanced	86	85	91	91	95
Number of students tested	29	27	32	47	43
<b>4. Hispanic or Latino Students</b>					
% Proficient					
% Advanced					
Number of students tested					
<b>5. African- American Students</b>					
% Proficient					
% Advanced					
Number of students tested					
<b>6. Asian Students</b>					
% Proficient	97	98	98	96	100
% Advanced	93	92	91	90	96
Number of students tested	80	92	88	91	92

<b>7. American Indian or Alaska Native Students</b>					
% Proficient					
% Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
% Proficient					
% Advanced					
Number of students tested					
<b>9. White Students</b>					
% Proficient					
% Advanced					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
% Proficient					
% Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
% Proficient					
% Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
% Proficient					
% Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
% Proficient					
% Advanced					
Number of students tested					

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**Test:** Standardized Testing and Reporting Program

**All Students Tested/Grade:** 4

**Edition/Publication Year:** 2013

**Publisher:** Educational Testing Services

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient	97	100	97	99	97
Advanced	92	95	91	91	90
Number of students tested	120	92	110	96	90
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Proficient					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient	97	100	98	100	100
Advanced	90	100	94	88	94
Number of students tested	33	28	47	42	34
<b>4. Hispanic or Latino Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient	98	100	97	100	99
Advanced	95	96	91	93	95
Number of students tested	120	86	104	90	81
<b>7. American Indian or Alaska Native Students</b>					
Proficient					

Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient					
Advanced					
Number of students tested					

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**Test:** Standardized Testing and Reporting Program

**All Students Tested/Grade:** 5

**Edition/Publication Year:** 2013

**Publisher:** Educational Testing Services

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient	100	97	99	99	94
Advanced	86	83	90	87	85
Number of students tested	90	118	120	96	120
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Proficient					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient	100	96	100	97	94
Advanced	0	79	90	80	82
Number of students tested	2	47	51	36	52
<b>4. Hispanic or Latino Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient	100	98	100	99	98
Advanced	88	83	91	89	91
Number of students tested	84	109	112	88	104
<b>7. American Indian or Alaska Native Students</b>					
Proficient					

Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient					
Advanced					
Number of students tested					

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

**Subject:** Math

**Test:** Standardized Testing and Reporting Program

**All Students Tested/Grade:** 6

**Edition/Publication Year:** 2013

**Publisher:** Educational Testing Services

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient	97	98	98	95	92
Advanced	88	88	88	85	84
Number of students tested	120	120	102	122	90
Percent of total students tested	100	100	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Proficient					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient	50	100	97	86	81
Advanced	50	88	87	66	68
Number of students tested	2	50	39	39	16
<b>4. Hispanic or Latino Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient	97	99	98	97	95
Advanced	89	89	89	90	89
Number of students tested	112	114	92	92	81
<b>7. American Indian or Alaska Native Students</b>					
Proficient					

Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient					
Advanced					
Number of students tested					

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

**Subject:** Reading/ELA

**Test:** Standardized Testing and Reporting Program

**All Students Tested/Grade:** 3

**Edition/Publication Year:** 2013

**Publisher:** Educational Testing Services

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient	89	94	92	89	94
Advanced	72	70	68	68	59
Number of students tested	89	110	95	100	100
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Proficient					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient	83	93	94	87	98
Advanced	65	67	75	57	56
Number of students tested	29	27	32	47	43
<b>4. Hispanic or Latino Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient	93	96	95	89	95
Advanced	77	78	78	68	60
Number of students tested	80	92	92	91	92
<b>7. American Indian or Alaska Native Students</b>					
Proficient					

Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient					
Advanced					
Number of students tested					

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

**Subject:** Reading/ELA

**Test:** Standardized Testing and Reporting Program

**All Students Tested/Grade:** 4

**Edition/Publication Year:** 2013

**Publisher:** Educational Testing Services

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient	98	99	99	98	100
Advanced	89	88	88	90	93
Number of students tested	120	92	110	96	90
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Proficient					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient	97	100	100	100	100
Advanced	82	93	89	93	94
Number of students tested	33	28	47	42	34
<b>4. Hispanic or Latino Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient	98	99	99	98	100
Advanced	91	89	88	90	96
Number of students tested	104	86	104	90	81
<b>7. American Indian or Alaska Native Students</b>					
Proficient					

Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient					
Advanced					
Number of students tested					

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

**Subject:** Reading/ELA

**Test:** Standardized Testing and Reporting Program

**All Students Tested/Grade:** 5

**Edition/Publication Year:** 2013

**Publisher:** Educational Testing Services

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient	99	98	99	97	95
Advanced	84	85	87	87	77
Number of students tested	90	118	120	96	120
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Proficient					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient	100	98	100	97	88
Advanced	50	79	84	86	65
Number of students tested	2	47	51	36	52
<b>4. Hispanic or Latino Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient	99	99	100	99	96
Advanced	89	85	87	90	81
Number of students tested	84	109	112	88	104
<b>7. American Indian or Alaska Native Students</b>					
Proficient					

Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient					
Advanced					
Number of students tested					

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

**Subject:** Reading/ELA

**Test:** Standardized Testing and Reporting Program

**All Students Tested/Grade:** 6

**Edition/Publication Year:** 2013

**Publisher:** Educational Testing Services

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	May	May	May	May	May
<b>SCHOOL SCORES*</b>					
Proficient	99	97	98	94	96
Advanced	86	87	86	84	87
Number of students tested	120	120	102	122	90
Percent of total students tested	100	100	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
<b>SUBGROUP SCORES</b>					
<b>1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>2. Students receiving Special Education</b>					
Proficient					
Advanced					
Number of students tested					
<b>3. English Language Learner Students</b>					
Proficient	100	98	97	71	81
Advanced	100	84	87	48	56
Number of students tested	2	50	39	21	16
<b>4. Hispanic or Latino Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>5. African- American Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>6. Asian Students</b>					
Proficient	99	98	98	94	99
Advanced	85	88	89	87	91
Number of students tested	112	114	92	109	81
<b>7. American Indian or Alaska Native Students</b>					
Proficient					

Advanced					
Number of students tested					
<b>8. Native Hawaiian or other Pacific Islander Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>9. White Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>10. Two or More Races identified Students</b>					
Proficient					
Advanced					
Number of students tested					
<b>11. Other 1: Other 1</b>					
Proficient					
Advanced					
Number of students tested					
<b>12. Other 2: Other 2</b>					
Proficient					
Advanced					
Number of students tested					
<b>13. Other 3: Other 3</b>					
Proficient					
Advanced					
Number of students tested					

**NOTES:**